



## Park Hills Elementary

301 Crescent Avenue  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	406 Students	
<b>Principal</b>	Donald Mims	864-594-4465
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

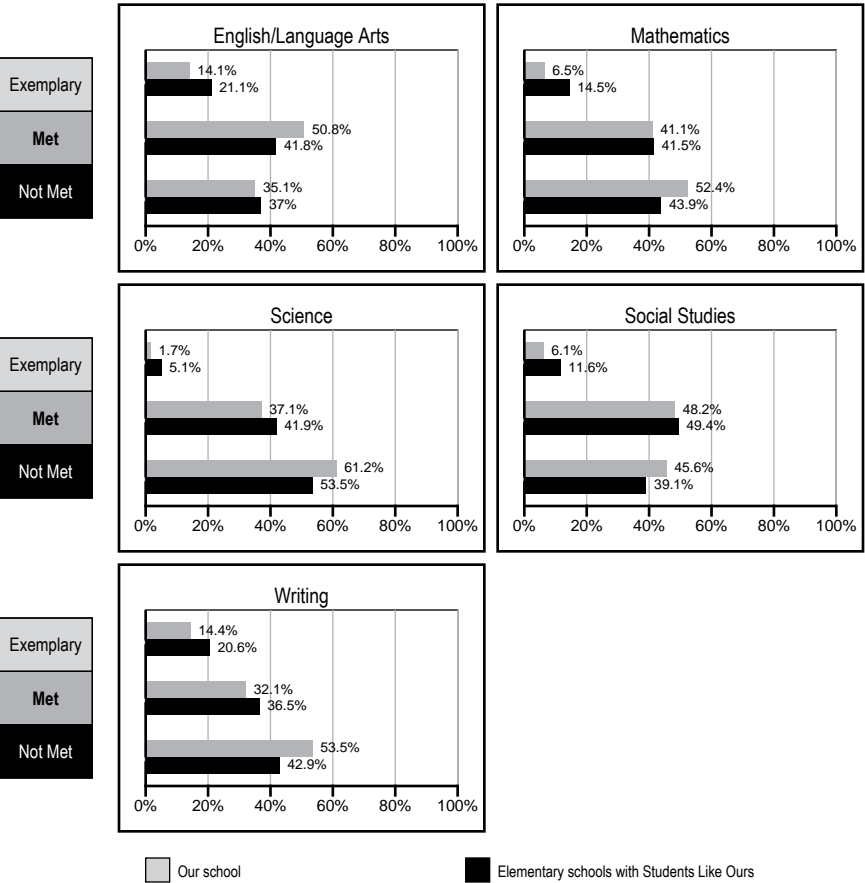
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	48	49	28

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=406)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 4.1%	2.5%	1.9%
Attendance rate	95.3%	Up from 94.6%	96.1%	96.3%
Eligible for gifted and talented	3.8%	Down from 5.2%	2.8%	10.0%
With disabilities other than speech	10.2%	Up from 9.7%	7.4%	7.7%
Older than usual for grade	0.3%	No Change	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Up from 60.0%	57.0%	59.4%
Continuing contract teachers	51.6%	Down from 66.7%	70.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	68.9%	Down from 76.9%	81.2%	85.9%
Teacher attendance rate	95.2%	Up from 93.2%	95.2%	95.1%
Average teacher salary*	\$46,721	Up 6.0%	\$45,550	\$47,149
Professional development days/teacher	18.2 days	Up from 13.3 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Down from 20.2 to 1	16.4 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 86.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Good	Excellent
Dollars spent per pupil**	\$8,916	Up 16.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 68.8%	68.2%	68.8%
Percent of expenditures for teacher salaries**	63.9%	Down from 64.4%	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Park Hills Elementary continues to be an innovative school in efforts to accelerate student achievement and support the development of the whole child. Innovative measures such as school uniforms and single-gender classes supported achievement by reducing distractions and creating a positive learning environment.

Strong community partnerships that include corporate, small businesses, civic, and faith-based partners have continued this year and are flourishing. Our students are offered a number of club choices in afterschool enrichment, such as art, chorus, gardening, running, drama, and dance, as well as Boys and Girls Club. Each nine weeks our students are recognized for achievements in academics, attendance, and exemplary behavior.

Park Hills' vision is based upon a belief in success for all regardless of the challenges of poverty our students face. Our school has completed two years in the Teacher Advancement Program, and this further supports student achievement. Data-driven instruction based upon best practices allows our teachers to meet the specific needs of our students. As a school in the External Review Process, our school completed the process with all goals met. This is significant, as a large majority of our students begin each year not on grade level, and in order to meet their needs it is our goal to move them more than one year's growth each year. A data-driven summer school continues the progress made throughout the year.

Large turnouts of parents for the numerous parent events over the past year show evidence of strong parent support. Our PTO and School Improvement Council have continued to be involved in supporting our goals. We are building a network of volunteers who are mentoring and tutoring students. We are supported by volunteers from three churches, philanthropic organizations, and one major corporate-level business partner.

Park Hills' faculty, staff, School Improvement Council, and business and community stakeholders are committed to working together to support our children now so they are successful throughout their lifetimes.

Debra Waldron, Principal  
Launa Blackburn, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	37	23
Percent satisfied with learning environment	70.5%	91.9%	78.3%
Percent satisfied with social and physical environment	84.1%	78.4%	81.8%
Percent satisfied with school-home relations	25.6%	91.9%	82.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	206	100	34.8	51.3	13.9	75.9	79.2	82.8	Yes	Yes
<b>Gender</b>										
Male	97	100	38.4	52.3	9.3	66.3	75.5	79.3	N/A	N/A
Female	109	100	31.7	50.5	17.8	84.2	83.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	90.2	89.5	I/S	I/S
African American	189	100	35.8	52.8	11.4	75	71.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.8	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	N/AV	N/AV	N/AV	45.7	37.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	199	100	34.8	51.4	13.8	76.2	71.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	206	100	51.9	41.7	6.4	58.8	75.2	78.9	Yes	Yes
<b>Gender</b>										
Male	97	100	55.8	39.5	4.7	52.3	73.4	77	N/A	N/A
Female	109	100	48.5	43.6	7.9	64.4	77.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	88.1	87.2	I/S	I/S
African American	189	100	55.1	40.3	4.5	56.3	66	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	N/AV	N/AV	N/AV	28.6	34.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	199	100	52.5	41.4	6.1	58.6	66.4	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	129	100	60.7	37.6	1.7	39.3	63.3	67.5
<b>Gender</b>								
Male	57	100	N/AV	N/AV	N/AV	48	63.6	67
Female	72	100	67.2	29.9	3	32.8	62.9	68
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	83.8	79.5
African American	119	100	64	35.1	0.9	36	49.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	20	30.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69	59.6
<b>Socio-Economic Status</b>								
Subsided meals	124	100	61.1	37.2	1.8	38.9	51.7	55.1

**Social Studies**

All Students	126	100	45.2	48.7	6.1	54.8	69.8	72.3
<b>Gender</b>								
Male	61	100	50.9	41.8	7.3	49.1	69.7	71.5
Female	65	100	40	55	5	60	69.9	73.2
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	86	80.7
African American	114	100	48.6	45.8	5.6	51.4	58.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.6	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	72.2
<b>Disability Status</b>								
Disabled	22	100	76.2	19	4.8	23.8	35	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	75.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	121	100	45	48.6	6.3	55	59.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	203	98.5	53.2	32.3	14.5	46.8	66.7	70.2	95.3	95.6
Gender										
Male	97	96.9	59.5	34.5	6	40.5	60.5	63.2	94.6	95.4
Female	106	100	48	30.4	21.6	52	73.2	77.5	95.8	95.7
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	82.2	79.1	92.8	95.5
African American	188	98.4	56	30.9	13.1	44	55.5	57.6	95.3	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.9	86.2	99.4	96
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.4	62.6	95.4	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.7
Disability Status										
Disabled	37	91.9	N/AV	N/AV	N/AV	12.5	20.9	26.1	94.2	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73	61.2	95.8	95.9
Socio-Economic Status										
Subsidized meals	195	99	53.1	32.4	14.5	46.9	55.7	58.9	95.2	95

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	23.5	54.9	21.6	76.5
	4	49	100	44.4	42.2	13.3	55.6
	5	57	100	26	66	8	74
	6	45	100	48.8	39	12.2	51.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	55	100	62.7	29.4	7.8	37.3
	4	49	100	55.6	33.3	11.1	44.4
	5	57	100	48	48	4	52
	6	45	100	39	58.5	2.4	61
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	55.6	37	7.4	44.4
	4	49	100	N/AV	N/AV	N/AV	33.3
	5	29	100	N/AV	N/AV	N/AV	50
	6	21	100	N/AV	N/AV	N/AV	31.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	25	100	29.2	54.2	16.7	70.8
	4	49	100	46.7	48.9	4.4	53.3
	5	28	100	N/AV	N/AV	N/AV	41.7
	6	24	100	45.5	50	4.5	54.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	53	98.1	38	40	22	62
	4	46	100	60	33.3	6.7	40
	5	59	96.6	52	30	18	48
	6	45	100	65.9	24.4	9.8	34.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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